sees lesson for new york schools in gary plan

expert Thinks Mr. Wirt's System, Designed to Rear a New Type of Boy and Girl, Reveals Weaknesses in Methods Employed in This City.

By ALICE BARROWS FERNANDEZ, of the Vocational Education Survey of

HAVE just returned from a trip to Gary. , where I spent six weeks studythe school system. As the result of that study I am convinced that Superinedent William Wirt has accomplished a real solution in the field of education, and that aly the old-fashioned school men, whom proessive thought is leaving far behind, still sestion the remarkable results obtained at Cary. The Gary schools are designed to rear new type of boy and girl, children of a new amocracy, which will no longer value mere mowledge for its own sake, but will require hat head and hand work together with equal

atelligence and skill. Recently Edward B. Shallow, Associate emerintendent of Schools of New York City, mitted to the Board of Education an adese report on the Gary schools, which was elected and referred back to him with the grant matter. The report has just been wised and resubmitted, but the statistics and mements of fact remain unchanged.

is: It shows the opposition of long habit mong school men that will have to be overwonders, however, how long parents and apayers will be content when their children denied the opportunities which the chil-

as wide of the mark as his statements of fact about the finances of the schools. He says: "We are not informed whether the steel company contributes to the support of the schools more than its share of the taxes or not."

Any one who knows Gary also knows that the steel company does not, and never has, contributed more than its share of the taxes to the Gary schools.

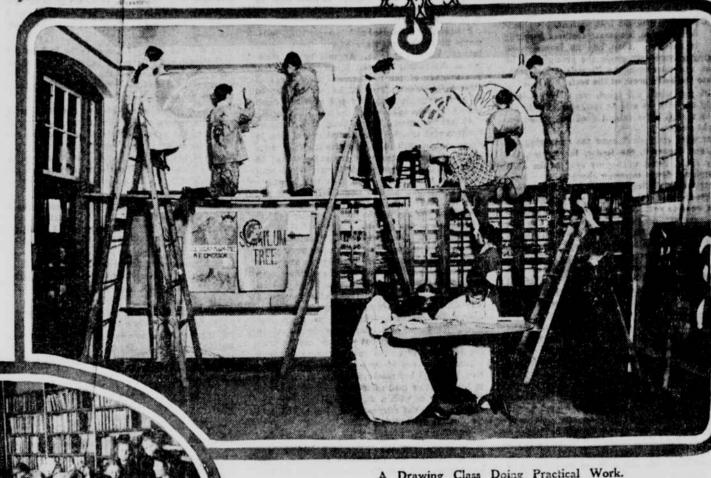
Later in his report Mr. Shallow makes a similar and more explicit suggestion. He says: "Of the Froebel school site of ten acres a prospectus says, 'The land and improvements, exclusive of buildings, cost \$74,396.81. The civil city paid \$15,714.01.' Who paid the balance-\$58,682.80? The steel company, we pre-

The town of Gary is divided into the civil city and the school city. The Park Board of the civil city paid \$15,714.01 for the park in front of Froebel School. It was the school city that "paid the ba'ance, \$58,682.80."

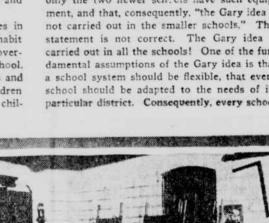
The Gary idea is carried out in all its schools. Mr. Shallow intimates that the Gary idea requires elaborate equipment and grounds, that only the two newer schools have such equipment, and that, consequently, "the Gary idea is not carried out in the smaller schools." This statement is not correct. The Gary idea is carried out in all the schools! One of the fundamental assumptions of the Gary idea is that a school system should be flexible, that every school should be adapted to the needs of its particular district. Consequently, every school

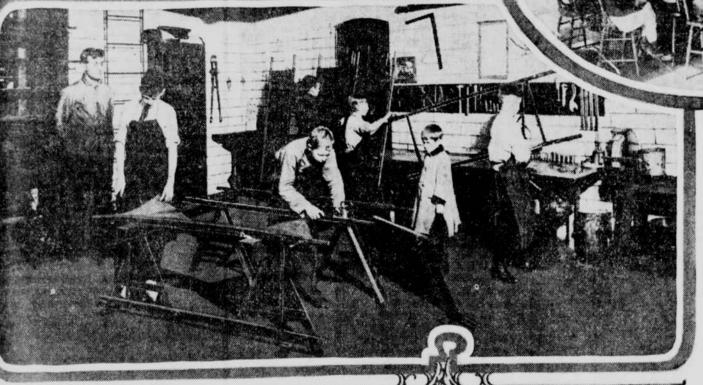
must be reserved for children above the seventh, sixth and fifth grades. On the contrary, Mr. Wirt believes that children are natural scientists, and that until recently children of all ages have done manual work outside the school. Consequently, in the Gary schools children from the third to the sixth grade go into the shops and science laboratories for one hour a day as helpers to the older children, just as the children used to help in the olden days on the farm.

One of the most striking features of this programme work is its flexibility. Mr. Shallow says that "the fact that a certain thing is scheduled at a certain time of the day does not necessarily mean that a visitor will find that class there at that time doing that thing." That is correct. A physics class, for example, may be in the machine shop computing speeds on a motor, or the English teacher may be in a chemistry room helping an eighth grade class write up for the auditorium a recent trip to a candy factory, or the botany class may be out in the garden. The children



A Drawing Class Doing Practical Work.





Younger Boys Working in the Forge Shop.

be content when they realize that the teol is not developing in their children the wof living, the eager curiosity and sense of al accomplishment, the ability to think for mselves and take care of themselves, which revident in the children in the Gary schools, wicularly in view of the fact that such tools are less expensive than the traditional

MANY SCHOOL SYSTEMS REORGAN-IZED ON THE GARY PLAN.

Although the Gary plan is new to New York, is not an experiment. It was first put into eration by Mr. Wirt, of Bluffton, Ind., in By 1906 it had proved so successful the Board of Education in Gary asked Mr. In to transfer from Bluffton and develop Cary the duplicate school plan and the type school which would give enriched opporwites to children without increase of cost. ate that time schools in many parts of the on the ary plan, as in the case of Sewickley and hmore, Pennsylvania; Kalamazoo, Mich-W: Winnetka, Illinois, or have been quietly fimenting, as, for example, in Kansas Chicago and many other cities. In Troy, York, the Board of Education is reoring the entire school system on the Gary

the introduction to Mr. Shallow's report important, except that by implication it Mosts that the United States Steel Corporacontrols the schools—a particularly ironic lestion to any one who knows the real

itst, Mr. Shallow discusses the finances of Gary schools. Mr. Bell, auditor of the schools, has proved that of Mr. Shal-Is five statements about the finances of the fols four are incorrect and one is mis-

The assessable valuation of property in is \$100,000,000, not \$21,463,255, as Mr. ow says. The property is assessed at 120 per cent, or, for 1914, \$21,463,255.

Mr. Shallow says that the rate of taxawas \$2.40 on every hundred. This is not The whole tax levy for all city purwas \$4.22 on the assessed value; for the

The sum of \$207,560.72, not \$245,000, as Shallow says, was spent on salaries of tes, operation and maintenance of the ol plant for 1913-'14.

The per cent of the total tax levy for of teachers, operation and maintenance he school plant for 1913-14 was not 50 per as Mr. Shallow said, but 22.91 per cent al schools, and 18.12 per cent for the regen months eight-hour day school.

e. Shallow's insinuations in regard to the of the Steel Trust to the schools are

in the Gary schools have? How long will in Gary differs in certain details from every other. There are certain features, nowever, which they all have in common.

> All the schools have the double school plan; all have the variety of activities characteristic of the Gary plan. All have the regular academic work. All have shopwork, play and recreation facilities; all have auditorium periods, science, music and expression. In all schools there is a branch of the public library, or the branch near by is used. All schools have an eight-hour day, but only the children who so desire need attend eight hours.

When we come to that section of the Shallow report in which reference is made to "courses of study" we find a failure to comprehend the real educational value of the schools-the enriched opportunities for vital work and play offered to all children. Like many school men of the old type, his first concern is with a "course of study." Searching for this in Gary, he comes to the conclusion that "the Gary schools have no course of study or syllabuses of their own. They are presumed to follow in a general way the course of study in use in the state of Indiana."

It is true that the Gary schools follow the course of study required in all public schools of the state. But the important point which Mr. Shallow does not bring out is that, starting with this required course of study, subject to the same laws and restrictions as any other city in the state, hampered financially because the income from taxation is always nearly two years behind the growth of the town, the Gary schools, thanks to Mr. Wirt's genius as an educator and administrator, are communities which are practically "clearing houses for the activities of children."

TIME GIVEN TO ACADEMIC WORK IN THESE SCHOOLS.

The children in these schools give more than the usual amount of time to academic work, but Mr. Wirt's belief is that "anything added to the academic school programme that will compel the immediate use of the academic work will help put the children into a condition favorable for teach-Consequently, there is also auditorium work, play and special work, which "represent as far as possible actual life conditions for the direct application of the academic instruction of the regular school hours. . . The community life of the school and the community life of the neighborhood automatically create real needs for mastering the academic subjects of the school." Gary has actually found how to give its chil-

dren the activities and enriched opportunities which grow out of such community life. The school programme is remarkable as the practical working accomplishment of an ideal. It never bends a child to a "system," and yet it is so arranged that every child from the kindergarten through the high school gets a continuous and gradual mastery of all the activities in the school.

The mastery of all these things can be continuous, gradual and cumulative, because education in Gary is not divided into watertight compartments marked "kindergarten," "elementary school," "high school." There is no preconceived conviction, for example, that science is a subject that cannot be introduced until, say, the seventh grade, or that shop work of all kinds is something that

the visitor. Certainly, such a school is a great advance from the day when the school superintendent boasted that at a given hour on any day in any school he would find every class studying

Mr. Shallow's references to vocational education in Gary are very slight, and yet they are calculated to leave the impression that vocational work in Gary means teaching "every occupation, trade, art, science, recreation and pastime . under each and every school roof," that only a few pupils take vocational work, and that this vocational work is expensive.

Mr. Wirt does not believe in what he calls "special vocational school hospitals to repair the moral, mental and industrial cripples made by the school before sending them into industries." As he says: "No amount of money spent on these special school hospitals will ever atone for the waste of life of the child strapped to school seats and loafing in the city streets for eight or twelve

"We do not need special types of schools so much as we need a reorganization of the schools that we have, so that they will train our children for compiete living."

FUNDAMENTAL ACTIVITIES OF THE COMMUN-ITY FOUND IN SCHOOL.

Such a reorganization of the school to meet changed conditions is brought about in Gary schools by making the school a self-sustaining community. All the fundamental activities that are found in any community are found in the school, and they are there because they are needed to keep the community going. But the stroke of genius on Mr. Wirt's part is his plan by which this work becomes real and financially practical; first, because only a few children work with any mechanic at one time, and, second, because skilled union mechanics are employed to do repairs and construction work on the buildings, thereby earning their own salaries. This plan of Mr. Wirt's does not involve having the same shops and the same equipment in every building.

As for the number of students taking shop work, there are fully as many in Emerson or Froebel schools is the usual separate trade school accommodates, But they have a much greater variety of work than as found in the usual trade school, and, most important of all, they get the science and academic work necessary to round out the shop work. And they get all this in an elementary school whose per capita cost to the city is no greater than that of the old traditional type of

In his report Mr. Shallow states that "the plan of housing two schools in one building and alternating/classes between work and play did not originate in Gary, but was first worked out in New York City, in 1904, together with the change to a longer school day, and that now it comes back from Gary, but requires a different type of building with spacious shops, swimming pools, gymnatiums and adjacent parks to carry it out."

As a matter of fact, Mr. Wirt's duplicate school an is radically different in origin, aim and nethod from Mr. Ettinger's 1904 attempt to relieve part time or his 1914 modified Gary plan. The primary aim of Mr. Wirt's plan is "to enlarge the function of the whole elementary school "Story Hour" in the Kindergarten.

to meet changed social and industrial conditions." The sole aim of the Ettinger 1904 part-time plan was to relieve part time temporarity until more buildings could be built. It never contemplated reorganizing the entire elementary school to meet changed social conditions. It did not plan to lengthen the traditional school day, and the use of the same room by different classes was considered undesirable, though temporarily neces-

when Mr. Wirt, at the request of Mayor Mitchel and the president of the Board of Education, came to New York City to make suggestions for reorganizing the New York City schools on the Gary plan, Mr. Ettinger introduced into five elementary schools in New York what every one supposed was to be the Gary school plan. While Mr. Ettinger introduced many of the features of the Gary schools, he preserved as much as possible the double session plan recommended by the parttime committee of 1913, which was a development of the earlier Ettinger plan of 1904.

The Ettinger organization of these five elementary schools on the modified Gary plan is, however, radically different in aim and method from the Gary type of school. And it is a difference which it is important that parents and taxpayers

In the first place, Mr. Wirt believes that the

entire elementary school must be reorganized to meet changed social and industrial conditions, and, according to his plan, every child in the whole school has the opportunity to enter into all the varied activities of the school-study, work

Mr. Ettinger's plan does not contemplate reorganizing the entire elementary school to meet changed industrial and social conditions, but he builds additions to the old type of school, and not all children get an equal opportunity in all these

THE PRINCIPLE OF ECONOMY DEVELOPED IN THE GARY SCHOOLS.

In the second place, the Ettinger modification of the Gary schools does not involve the principle of economy found in the Gary schools that is, the multiple use of all the facilities of the whole school plant for all the children all the

Third, the purpose and operation of the vocational work is fundamentally different in the two plans. Mr. Wirt does not believe in "vocational school department for selected children." He believes in a complete reorganization of the entire elementary school, in which vocational work is one of the natural activities in which all children take part. In the Ettinger modification of the Gary plan there is a vocational school department for children in the seventh and eighth grades

Finally, considering the fact that it was a settled policy of Mr. Wirt's at the Bluffton schools as early as 1900 to lengthen the school day, that the multiple use of school buildings was in use there at that time, and considered desirable, together with a much greater variety of activities than were offered to children in the traditional school, and, considering the fact that all these things are directly opposed to the spirit and intent of the Ettinger plan, Mr. Shallow's suggestion that Mr. Wirt first got the idea of the duplicate schools from the Ettinger 1904 plan is distinctly

Mr. Shallow feels that the Gary schools need to be investigated. Doubtless there is no school system in the country which would welcome an investigation more. I have never seen school people so willing, in fact so eager, to get criticisms. And doubtless there is no school system which has been subjected to such constant investigation as have the Gary schools in the last six years. In the absence, however, of such an investigating commission, Mr. Shallow has suggested questions that should be asked in such an investigation.

Mr. Shallow asks for a comparison of per capita cost for education in Gary and in New York. Here is such a comparison:

Comparison of per capita cost of Gary and New York schools, figured on average daily attendance,

Pupil per capita cost for the Jefferson School, Gary (1), includes instruction and educational supplies Pupil per capita cost for the two schools in Gary which have kindergarten, elementary school, vocational shops and high schools (boys and girls), Emerson (2)...... 56.12 Includez instruction only. NEW YORK CITY.

Pupil per capita cost for elementary schools, includes instruction and educational supplies\$40.24 Pupil per capita cost for elementary schools 40.24 Vocational schools (boys),................ 86.48 (Girls) .

In other words, in the Froebel school, which is typical of the average school because only 12 per cent of its pupils are in high school, twelve years in elementary school and high school costs the city for instruction only for one student twelve

times \$32.35, or \$394.20. In New York, eight years in elementary school costs the city for instruction only for one student eight times \$40.24, or \$329.92, and four years in high school costs four times \$104.74, or \$418.96,

or for the twelve years, \$748.88. In Gary for the training than is given in a separate trade school. The New York boy would get none of this in the

Transplanting City's Discards to the Farms

W HILE the evil of unemployment is now especially acute, students of the question are of the opinion that the matter has become a chronic problem which is likely to grow more rather than less serious. Such is the message of Miss Frances A. Kellor, in her gecent book, "Out of Work," which deals with this "damage and waste" product of our modern social

The arrival of spring brings up the annual remedy of transplanting the city discards to the farms. The city jobless will look longingly toward the land for relief, and easy-going optimists will point comfortably to the farmer's need for help as conclusive proof that no man need be idle. The argument is plausible. The farmer needs labor; the jobless man has it to sell; bring them together and two problems are solved.

While a certain modicum of temporary relief will doubtless be afforded by the having and harvest, it is to be doubted whether, in the end, the employment problem is to be greatly lessened by an exodus of city-bred workers to the farms. And this for a reason that is seldom seriously regarded, and less often examined.

That work is to be had on the farms at all times by the intelligent and responsible; at rush times by the ablebodied is not to be doubted. With the continued exodus to the cities the rural labor problem has become an annual agony. A very successful farmer said a few days since to the writer: "If I could only dispense with hired help I'd be happy.' Nor is city-bred labor less efficient than rural.

In sobriety, diligence and readiness to learn it is at least equal, and in intelligence and method distinctly superior. Inexperience is readily overcome except in the care of stock, and this disadvantage is minimized by the close, personal supervision which owners give to their animals. In brief, the farmhand from the city is, in the long run, at little or no disadvantage, so far as capability

As to inducements, the farmer is ready to offer anything reasonable to secure reliable, permanent help. Good food, comfortable housing and fair pay are the rule. Food is abundant, board or rent is cheap and conditions of work healthful. Wages are not high, certainly, if expressed in dollars and cents, but the conditions of life, absence of temptation to trivial expenditure and incidental opportunities, give to wages a relatively great purchasing power. This is the voluntary testimony of all city workers with whom the writer has been thrown.

Specifically, in Western New England a laborer can earn \$1.75 to \$2 a day (in prosperous times \$2.25), with board at \$3 to \$4 a week. Regular resident help, \$20 to \$25 a month and board, while a working couple would receive \$50 a month, free rent, fuel and food, to which a garden and

poultry privilege is often added. Wages and conditions certainly sound attractive compared with semi-starvation in the city.

From all this it does not appear why rural districts cannot relieve the cities of a large portion of their surplus. But the reason is simple: Urban labor prefers the city, with its risk of penury, to the farm, with a certainty of abundance. It gets homesick and leaves. This is no hasty conclusion, but the result of five years' study, ob servation and experiment. Po-day farmers who have tried out this class of labor are not now depending upon it, because it is likely to leave them in the lurch-often in midseason.

The trouble is-be it said reverently-psychological. The city worker may be clothed and fed and housed, but he is not contented. He grows first dissatisfied, then miserable. The work is for the most part completely outside his previous experience it lacks immediate definite results. Distance from neighbors is oppressive. The natives are uncongenial; there is mutual suspicion, if not antagonism. Country amusements and diversions do not appeal. Above all, the life and movement of the city-even the noise-are missed. The homesickness is bearable at first, but the longing for return becomes irresistible.

This has been the result in not most, but all, cases which have come under the writer's observation. And much to his regret in many instances, for the best workers he has seen have come from the towns. English, German, Italian, Swedes, Norwegians, Canadians and Americans, have all shown the same result. Let it be added that in no single instance has discontent with wages, food, housing or treatment been expressed. Two examples will suffice.

A lady of large means had brought to her notice the case of a mother and two daughters who were in actual want. They were good needlewomen. She induced them to remove to a small town at some distance, where she gave them, rent free, the use of a comfortable cottage and secured ample work for them. They were most grateful. At the end of about ten months they suddenly decamped, the mother informing their benefactress

that they could not live away from New York. A couple came to this district not long since the man for farm work, the woman for housework. They engaged for free rent and fuel, board and \$50 a month. They were quite destitute on arrival, nearly all their possessions being in pawn Their work was satisfactory, and they expressed themselves as happy and comfortable. At the end of three months the man gave twelve hours' notice. His wife was in despair, but sadly said: "He's got to get back to the movies," and added: "He has no work and no place to go."

Further and numerous experiences are omitted only from lack of space, but these two are typical, not exceptional. This is the greatest diffi-

culty in finding permanent homes for city poor in the farming districts. And farmers who have tried city help are reluctant to employ it on ac-

count of its fleeting character. Now the first feeling at being brought in contact with this phase of the subject is irritationbeginning with individuals and ending with a class. But the basic trouble with the whole theory is that it credits the "working classes" with only physical wants. It assumes that food, clothes and shelter fill the measure of their being. The clubman, society woman, lawyer, ciergyman, student and cosey philanthropist know that their own needs extend beyond the physical. But any evidence that the manual worker has extra-physical requirements is either ignored or resented in the spirit of Josiah Bounderby or (to use another type from Dickens) Sir Leicester Ded-

The Dedlocks and Bounderbys are not yet extinct, and one of their commonplaces in discussing this matter is that "you can't do anything for that class of people." If this be so, it is a pity, for even the Dedlocks would appear to owe something to the ill-paid mass whose labor alone makes the Deilocks possible. Should labor one day discover its Napoleon, we should all have a chance to view conditions when "that class of people" would do nothing for us.

And may not the need of the Italian to "get back to the movies" be as compelling as the wealthy woman's need to get back "for the season"? There people, as all of us, have been moulded by an environment which has created in them tastes, impulses, needs which have become a part of themselves. It is not surprising that, wrenched from familiar surroundings and exiled to distanteful conditions, they should struggle to

Sporadic attempts to benefit the city poor by returning them to the land are foredoomed. Any campaign which is to achieve even a moderate permanent success must begin further back. Boys should be placed on the farm before they becomes inoculated with the lure of the town. Such a campaign must be marked by consistent effort, followed up year after year. As it stands, the balance of effort, and therefore of success, is in the other direction-to attract country lads to the towns.

Every modern business aims to utilize its byproducts of material. The most valuable byproduct of our industrial system - the men was are continuously thrown out by the fluctuations of business and the play of economic forces-must be utilized in some practical way if grave social disturbances are to be avoided. It will not avail that those who are at ease heap up words against "that class of people." The problem is with us and is a growing